

THE ACORN

THE NORTH SHORE COUNTRY DAY SCHOOL BULLETIN

EVERYBODY'S SOMEBODY AT NORTH SHORE

Pacifica String Quartet Brings Musical Exuberance to North Shore



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The Pacifica String Quartet was the featured artistic group for the 1998 Susan Marshall Memorial Concert on February 2. Founded in 1994, the Pacifica Quartet

has quickly gained recognition at several major competitions for its brilliant work and exuberant, impassioned interpretations. Since 1996, the Pacifica Quartet has served as the Resident Quartet of the Music Center of the North Shore. In addition to a Morning Ex. performance, the Quartet's members, Simin Ganatra, violin, Kyu-Young Kim, violin, Kathryn Lockwood, viola, and Brandon Vamos, cello, spent the day on campus interacting with students in kindergarten through grade seven.

Junior and senior kindergarten students especially enjoyed their time with the Pacifica Quartet. Students learned about how the instruments were made, and how old they were. Some students even had an opportunity to hold a musician's hand while the bow went back and forth on the instrument. During the visit, the Pacifica Quartet gave a special concert for the kindergarten students in which they played "Twinkle Twinkle Little Star" among other children's favorites.

The annual Susan Marshall Memorial Concerts, endowed in memory of Susan Marshall '76 and her love of music, feature young emerging artists. Susan played violin and piano and continued her studies at Dartmouth College and in graduate school at the University of Denver. Previous concert artists have included alumni Wendy Warner '90, cello, and Jory Vinikour '81, harpsichord.



PACIFICA QUARTET

Brandon Vamos, cello; Kathryn Lockwood, viola;
Kyu-Young Kim, violin; Simin Ganatra, violin



NORTH SHORE
COUNTRY DAY SCHOOL

Message from the Head of School

JULIA L. HALL

*Great teachers enrich and inspire lives.
Great teachers foster curiosity and creativity.
They develop clarity and depth of thought
in students.
They promote a love of learning.
They inspire achievement.
They influence the future of individuals, and,
by extension, profoundly affect all our futures.*

Those words are from North Shore Country Day School's strategic plan, adopted by the Board of Trustees in 1996. At this school, we have an unusually strong community of teachers committed to their work and their students in ways that often defy measurement. In *Profiles in Excellence*, our annual publication on the faculty and their philosophy of education, they use phrases like these:

"Educating others requires that I maintain a high learning curve myself."

"Something happens everyday in the classroom that is memorable."

"Learning is a two-way street on a never-ending journey."

"The most rewarding job I can imagine!"

I have often said that North Shore's magic comes from having teachers who love learning themselves, love kids, and have a passion for combining those loves in teaching. We should be able to offer our teachers salaries that are comparable to those of the top independent schools in the Chicago area, and now, as the endowment continues to grow for that purpose, we will be able to.

The Great Teachers Fund was established in our strategic plan as an endowment for faculty salaries.

In addition to a number of smaller gifts, we have had

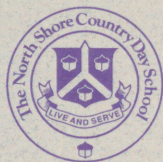
three magnificent gifts to the fund. In December, Lynne '60

and Chip '61 Shotwell pledged \$1 million to endow faculty salaries. As alumni, parents of Molly '87 and Henley '95, and former trustees, they set the pace with their leadership. Soon after, the Woman's Board pledged \$500,000 over several years to the Great Teachers Fund. All the proceeds from this year's Auction will go to that end. And then, an anonymous donor made a fabulous \$2 million gift to the Great Teachers Fund. We are delighted to have such strong support for our faculty. These gifts will ensure that North Shore continue to attract and retain the best possible teachers.

Little acorns will not grow in dark, arid, hardened soil. Nor will students. Our teachers lighten their way with smiles, soften it with hugs, nurture it day after day in innumerable ways. This issue of the Acorn gives you a look into the faculty at North Shore. I know you will enjoy reading about these wonderful teachers who dedicate each day to our children. It's worthy of celebration.



Julie Hall,
Head of School



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Cindy Hooper, Betty Rodgers

The North Shore Country Day School is a coeducational, college preparatory school of 400 students in grades junior kindergarten through twelve in Winnetka, Illinois. North Shore does not discriminate on the basis of race, nationality, ethnic origin or gender in any of its policies or practices.

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Editor's Note

BY CHERYL GRAUBERGER

Great teaching is the hallmark of a North Shore education. Our classrooms are filled with dedicated, educated, loving, hard working teachers who are committed to providing students with a rich learning experience. But how were these teachers, who inspire students every day, inspired to become teachers? When we asked our faculty that question, we found some common themes. Many teachers were inspired to enter the profession by teachers they had encountered. Others had grown up in families in which teaching was the family profession. Any many had simply always known they wanted to teach. Below are quotes from several teachers that will give you further insight into the strength of our faculty.

“Education was always the focus of conversation at all of my family gatherings as I was growing up. I would sit and listen to all of my relatives discuss their students and their schools. I could listen for hours. They were all passionate about their professions and their own learning. I quickly absorbed their enthusiasm.”

– Natalie Coggeshall, Sixth Grade Teacher



Emily Denesha

“I just loved everything about school and children, but especially my teachers. I always seemed focused on becoming a teacher when I grew up. I am passionate about teaching.”

– Emily Denesha,
Lower School Reading Specialist

“My American Literature teacher in college, and his passion for his subject matter, gave me a sense of what teachers can do.”

– Nancy Figel, Middle & Upper School Librarian

“Mr. Walker, in 12th grade, made no other profession seem more fulfilling than teaching literature.

The job, as I saw it, was to help young readers discover that lode of authority in books.”

– Todd Nelson, Middle School Head

“I was inspired by my college advisor, Andrew Hsieh, who taught me Chinese history, showed me the way of great scholarship, and nurtured me intellectually.”

– Beth Keegan, Asian Studies Consultant

“From about six years old, living on a farm, I told stories and put on plays with my brother and sister. I was the oldest, so I got to be the teacher and the director. So here I am today, still having fun learning and sharing.”

– Lynn Kelso, Drama Teacher

“I had a wonderful fifth grade teacher who wouldn't let me get away with not doing my best.”

– Becky Meinke, Second Grade Assistant Teacher

“Having worked in various environments, I realized that teaching was one of the few professions where I can have a high level of people contact and have a significant impact on an individual's life.”

– Lucy Hay, Upper School Biology Teacher

“My eighth grade Georgia history teacher, Ms. Mustardman was the first to suggest that I might be good enough to be a good teacher.”

– Paul Perkinson, Upper School Head

“I played 'teacher' all the time with my siblings, friends and cousins.”

– Helen Reeve Conlon, Second Grade Teacher

“Teaching seemed like a realistic way to effect change in the world.”

– Mary Roden, Eighth Grade Teacher

“I'll never forget the power of going to my Dad's office when I was little and meeting a professional baseball player who was coming back to thank him for all he had done for him as a student and as a person.”

– Kevin Randolph, Upper School History; Dept. Chair

“I always knew I wanted to become a teacher, but the decision solidified for me when I was an undergraduate. I felt that teaching was a profession that would enable me to maintain my integrity and would allow me to contribute to, and help create, the kind of world in which I would like to live in a way that I felt was ethical, hopeful and proactive.”

– Kerah Sandler, Fourth Grade Teacher



Kerah Sandler

“I never considered anything else, and I never regretted the decision.”

– Shirley Smith, Upper School Math; Dept. Chair

“I had an immediate love of art as a child, and although I had little exposure to formal classes as a youngster, I can remember the joy of painting at the easel in kindergarten.”

– Mary Wagner, Lower School Art

In the rest of this issue of the Acorn, we give you a glimpse into the lives and classrooms of eight teachers, John Almquist, Lee Block, Barbara Castilla, Tim Cronister, Shirley Cullen, David Green, Patrick McHugh, and Patty Washburn. Their experiences and philosophies are representative of those found throughout the school and reveal a deep passion for teaching.

John Almquist

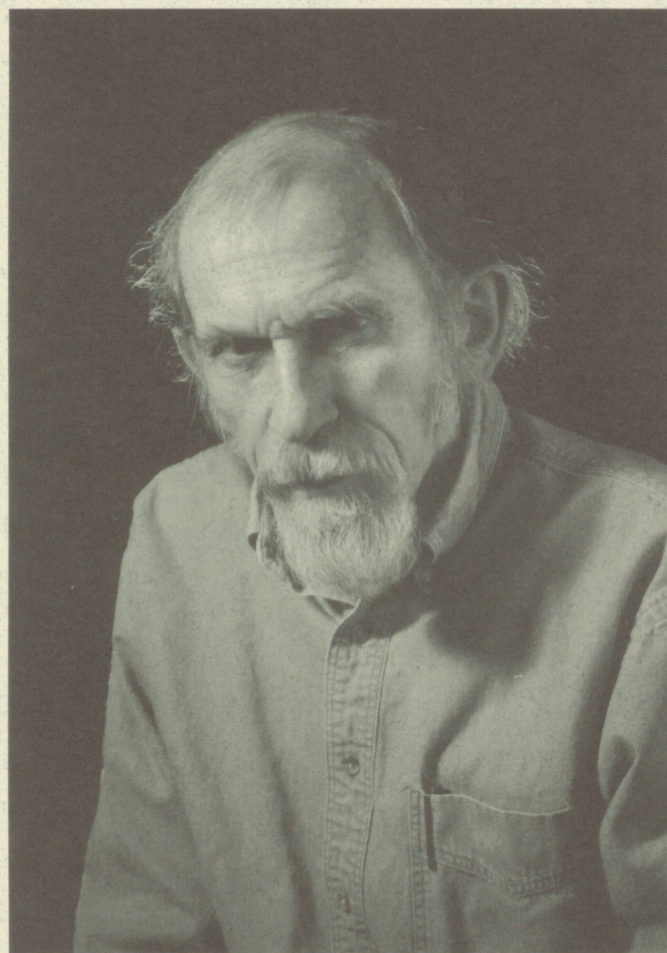
John Almquist walked into his art room a number of years ago to find a girl crying as she struggled with her reorchestration project. He told her, "Five years from now, when you are sitting in a cafe in Spain, you'll thank me."

On the other end of the spectrum, he recalls, "One of the most satisfying letters I ever got was from a man who is now a newspaper publisher. He said that ever since he took art at North Shore, he has seen the world in different ways."

John Almquist has had that effect on countless North Shore students. John challenges all students to see things in new and different ways. Art with Mr. Almquist is much more than drawing and painting. It is like learning a new language – a language that he says "can be learned, just as Spanish or French can be learned." He adds, "I don't ever use the word talent. I never treat art as an arcane subject that only some people can come to. Everyone can learn something about drawing and seeing. I try to make it available to everyone. If someone says, 'I can't draw,' I ask them, 'would you say I can't do math, or I can't do English?'"

Though he works to help his students understand that they can "do art," John understands the reason it may be difficult for some. He points out, "Learning is a left-brain process for kids as they grow up – logic, reasoning, math. When you move into art, you move into right-brain, non-linear, intuitive thinking." Changing this approach to learning is a challenge, but John does it by helping students to get beyond the symbols they've gotten used to, what he calls the "what is it and how is it" approach. He finds that "When a drawing session is going well, no one talks. It just doesn't occur when everyone is in a right-brain mode."

Perhaps one of John's most famous assignments is the aforementioned Art I Reorchestration project. Each student is assigned a famous painting and is then charged with the task of reorchestrating the painting by clipping out tiny pieces of paper and piecing them together in a way that accurately recreates the design and color of the original. Created by Yale University Professor Josef Albers, under whom John studied, the project is "...a sensitizing process. As students work to recreate the climate of the original, they have to make thousands of decisions about



John Almquist, Upper School Art; Fine Arts Department Chair

color. It's too dark, too green, too light. They look at color and make decisions in a short period of time that has a lasting effect." John watches as the students tackle the project, and he sees their tremendous progress. "Students don't realize how far they've come. Marshall McLuhan said, 'I don't know who discovered the water, but it wasn't the fish.' The students are in the middle of it in the same way."

The reorchestration project serves as a metaphor not only for much of art, but for much of learning. John says, "Almost everyone who does reorchestration realizes at some point that it is impossible, and they won't be able to do it. And then they do it. That has carry-over in a lot of areas. In the end there is a degree of satisfaction that is extremely important."

Several years after John encountered that crying girl in his art room, he received a post card. It was from Spain. It said "Thank You."

Lee Block

After spending several years in the Marine Corps, Lee Block found himself attending DePaul University and working 30 hours per week, yet yearning for more. He was busy, but he wasn't fulfilled.

That's when Lee interviewed with the Chicago Park District for a position as a volunteer coach for an inner city baseball team. Though his schedule left little time for additional responsibilities, Lee committed himself to practicing once a week with the 15 third, fourth and fifth grade boys on his team. Weekly practices were a rarity in the league. As he speaks about those coaching days, Lee remarks, "My philosophy hasn't changed since I was 24 years old and coaching that team. On my team, every kid played. Most coaches were concerned with winning and used only their best players. My players might not have had equal playing time, but they all had a chance. It was based on how hard they tried, not how well they played. It is very similar to the North Shore philosophy."



Lee Block, Eighth Grade Math & Science; Coach

Lee's time with the boys went beyond the coaching of baseball. He notes how much they appreciated the little things – the juice after the games and the pizza parties he put on for them. These were touches the boys weren't used to, and it was something Lee felt strongly about providing for them.

It was from this volunteer coaching experience that Lee saw the course of his life taking shape. "From the very beginning I knew that I wanted to coach and to teach." He had set out to be a business major, but once he started coaching, it became clear that he "wanted to work with kids." Lee changed his major to math education, and he says, "when I started taking the courses I knew this was good, and I was happy."

After graduating from DePaul, Lee moved right into a sixth, seventh and eighth grade math teaching position at Anshe Emet, the school he had attended through the eighth grade. The Head of School who hired Lee had been his eighth grade basketball coach. Lee was thrilled when, during his first year, he was asked to help coach boys' basketball with his former coach. Though he had coached baseball for four years, Lee had never coached basketball. He found it meaningful to learn coaching from his childhood coach. During his years at Anshe Emet, he also coached girls' softball and taught several science courses.

Lee came to North Shore in 1994 to teach eighth grade math and science, coach boys' basketball and coach boys' baseball for the first time since his days as a volunteer baseball coach. As he speaks about his love of teaching, Lee says, "When I decided to become a teacher, I was determined to make math a better experience for students than I had had. I wanted to make it enjoyable, meaningful, understandable, and yet challenging." He adds, "When you're a teacher, you have to bring out the best in the students. At a place like North Shore, the teacher gets to know the whole student – and the student the whole teacher. It's not your typical relationship. My students feel very free to ask for extra help or to call me at home." As Lee talks about the roles of teacher and coach that he plays at North Shore, it becomes clear that the spark ignited by his initial volunteer coaching experience has grown into a lifelong passion for helping students to grow and to learn.

Barbara Castilla

When you really enjoy something, you hope to be able to share it with others," says Language Department Chair and Middle School Spanish teacher, Barbara Castilla. Barbara recalls always having a fondness for people and things from other places. "When I was growing up, we had a globe in our living room that lit up. I remember always being interested by it." The house was also filled, she says, with atlases and National Geographic magazines that caught her attention.

When Barbara was in high school, she worked as a grocery store check-out clerk, saving every penny she made. She graduated in January of her senior year and then left to travel in Europe with her best friend. They leased a car and traveled for six months all over France, Spain, Portugal, Austria, Germany, Luxembourg, Morocco, Italy, and North Africa, then spent the summer working as check-out clerks at a large grocery/department store in Waterloo, Belgium. Barbara relished experiencing new cultures firsthand. She found that the opportunities to visit with people in their homes, meeting their families and learning more about their culture were some of the most enjoyable of her trips abroad.

While an undergraduate at the University of Illinois, Barbara's interest in other cultures remained strong. "In college, I had friends from all over the world. I'd bring them home, and my father would go get one of the atlases, open it up, and say

'show me the town where you are from, and tell me something about it.'" It seems a natural, then, that Barbara became a language teacher. Though she teaches Spanish language, she maintains, "You can't separate a language from its culture. A language doesn't exist in isolation. It has a context. You have to learn about the history of a place and its people. I don't think you can say that you have truly mastered another language until you also have a fairly thorough understanding of the cultural context in which that language is spoken. Perhaps the best thing about broadening your horizons in this way is that as you become interested in a new place and learn to appreciate and value the elements of its culture, there is every possibility for you to look at any new culture with a more open mind and heart."

Barbara's students discover while they are learning Spanish how "the course of people's lives change when cultures come in contact with each other." She teaches that cultural components are pieces of living history. Some Latin American music, for example, incorporates guitars from Spain, wind instruments of indigenous origin as well as drums and other percussion instruments from Africa, so we know that at some point these cultures came in contact with one another. During the "Day of the Dead" celebration, students see how Spanish and Aztec cultures have come together as they make "ofrendas" designed to invite and welcome back the spirit of a loved one. They also have a chance to compare, contrast and reflect on their own culture's perspective on life, death, and family. Students learn that no culture is "pure," all cultures affect, and have been affected by others.

Barbara's connection to the school in Xaagá, Mexico, which grew out of an Interim trip she sponsored last year, serves as a wonderful opportunity to make another culture real for our students. As North Shore students work to collect school supplies, library books and funds for desks for the students in Xaagá, the families of the small Mexican village have found their own way to participate. They have sent their favorite family recipes to Barbara, who is working with students in all three divisions to create a Xaagá cookbook. Lower School students are illustrating the cookbook, Upper School students are translating the recipes, and Middle School students will type and collate the books. In the spring, Barbara plans to hold an all-school potluck featuring recipes from the book. The proceeds of sales from the cookbook will be used to purchase much-needed desks and library books for the school children of Xaagá.

Barbara hopes that the connection with Xaagá will help students to understand, "The people of the world are like a handful of pebbles, each unique in its size, shape and color. But when tossed into the 'pool' of human experience, each pebble produces a series of circular ripples which eventually overlap and connect to one another, creating a pattern that is complex and more beautiful than any one pebble could make individually."



Barbara Castilla, Middle School Spanish; Languages Department Chair

Tim Cronister

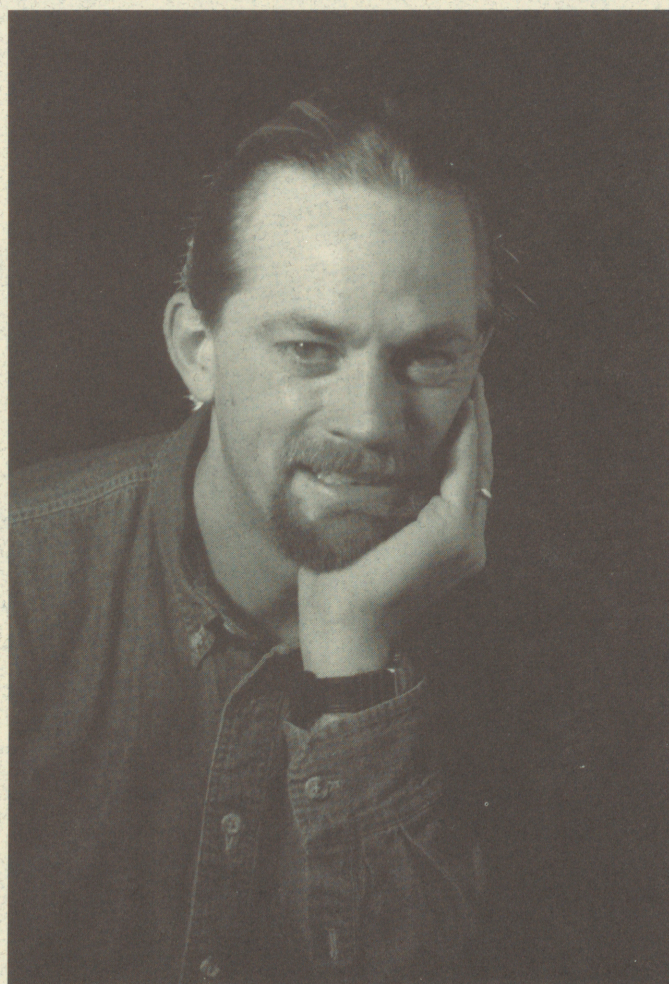
“I was a faculty brat from day one,” says Tim Cronister. Tim grew up at Westtown School in Pennsylvania, where his father taught English and drama and his mother taught French and kindergarten. Despite that connection, however, Tim thought teaching was the last thing he’d ever do.

After graduating from Haverford College with a degree in history, Tim earned a Master’s in acting/performance at New York University and then decided to pursue an MFA at the University of North Carolina with an eye toward professional acting. It was in that program, he says, that “I learned the craft and technique, but also the competitiveness and financial issues involved in professional acting.” At the end of the first year of the program, Tim says, “I just knew it wasn’t right. Drama had always been a communal experience, an experience of striving for excellence, but not at the expense of morals, values, integrity. It made me realize that the type of drama I wanted to be a part of was in education.”

Tim took his first teaching position at Solebury School outside of Philadelphia. He taught history and drama and coached soccer. With an opportunity to create a different type of environment for his students than he had experienced in his MFA program, Tim set out to “...create a theatre world where I teach acting and kids feel safe to take risks.”

After time at Solebury School, Tim took his approach to drama and theatre around the world. He taught at the American School in Vienna and in the Honduras. “I learned to have a lot of respect for the different cultures I encountered, but the main thing I learned by travelling the world is that kids are kids – they all focus on the same things.”

At North Shore, Tim has taught English and drama in addition to coaching soccer, working as the Community Service coordinator and serving as Dean of Students. He says, “I try in all my classes to create a positive environment where there is constructive criticism, collaborative work, and where everyone’s ideas are respected and worthy.” He adds, “I see myself as a coach trying to pull the most out of students, whether I am on the soccer field, in English class, or in drama class.”

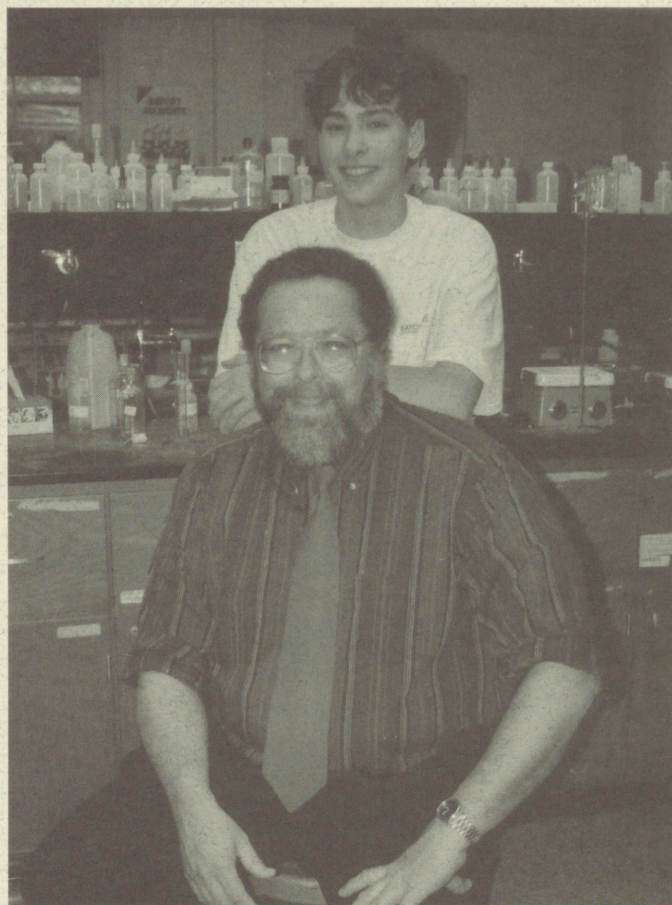


Tim Cronister, Dean of Students; Drama; Coach

As he reflects on his decision to devote his life to teaching despite having thought he would never enter the profession, Tim says, “It was in my blood. It was really what I needed to do, and North Shore has allowed me to turn my calling into a career.”

Did You Know?

Dean Sexton, chemistry teacher and science department chair, presented a Chemistry/Magic demonstration at Temple Beth Israel on January 26. Dean was assisted by his son, Kevin, a North Shore freshman. The demonstrations ranged from simple to complex and included a scientific explanation for what seemed "magical."



Dean and Kevin Sexton

Freshman Jessica Carleton and sixth grader Rachel Cahan were selected to participate in the Ninth Annual Wild Onion Storytelling Celebration held February 6, 7, 8. The festival was created so the community could gather to enjoy tales from some of the finest talents from our region and across the country. Jessica and Rachel also participated in a storytelling Morning Ex. in January during which they shared their special talents with the school community.

Kevin Randolph, History Department Chair and Co-Dean of Studies, has been named a finalist for the Golden Apple Teaching Awards. The Golden Apple Foundation announced 30 finalists out of 295 nominees. Judges will visit the classrooms of the finalists in coming weeks in order to select 10 winners.

Middle and Upper School art students of Jackie Melissas had their hand-made, original holiday ornaments on display at a party and sale to benefit the AIDS Foundation of Chicago. Students worked throughout the fall to create the ceramic ornaments, and due to the number of ornaments donated, North Shore had its own tree at the benefit.

Head of School Julie Hall was a featured speaker at the joint meeting of The Chicago Literary Club and The Fortnightly of Chicago on March 6. The theme of the evening was "Chicago Controversies," and Julie's presentation was entitled, "Chicago's Kaleidoscope."

The Upper School is donating the proceeds from the winter play to the Lydia Home Association, a residential facility housing 40 children who have been abused, abandoned or neglected. Students staged "Alice in Wonderland," an adaptation of the original play by Hugh Cronister, father of Director Tim Cronister. Each year students donate the proceeds of the winter play. They chose Lydia Home Association this year in honor and memory of Hugh Cronister, an adoptee, who had been an active volunteer for foster homes throughout his lifetime.

Technology Coordinator Allan Stern was the Keynote speaker at the Annual Mini-Conference Program for Northern Illinois Computing Educators on January 24. Allan's speech, "Technology Projects that Work," featured several North Shore classroom projects and focused on North Shore's philosophy of distributing computers into the classroom and using technology as a normal component of regular curriculum. Technology Coordinator Vincent Vrotny also led a session at the conference on World Wide Web databases.

Fifth grade teacher Jane Moore spoke at the Metropolitan Math Council Annual Conference on February 14 about her use of quilts in the teaching of mathematics. Jane has been a featured speaker at the conference for five years.

Lower School students visited their Spanish speaking pen pals at the Waters School in Chicago on January 21. After introductions in Spanish, the students played a game of Simon Says and sang songs in Spanish. Each North Shore student took a book, donated by the Highland Park Library, for the project of Literacy in the Latin Community. The relationship with Waters School is ongoing and is sponsored by Lower School Spanish teacher Gloria Baez.

Did You Know?

The Woman's Board sponsored an auction extraordinary on February 21. The "Secret Garden" featured a range of auction items including student made quilts, signed sports memorabilia, vacation homes, jewelry, and even a guitar autographed by the Boss himself, Bruce Springsteen. The event raised \$200,000. The proceeds will be donated to the Great Teacher's Fund to benefit faculty salaries.



Auction Co-Chair Mary Ann Finlay (L), Cindy Alexander, Auction Chair Ingrid Szymanski

The 1997 Richard P. Hall Master-in-Residence Program will feature: Contemporary China Through the Eyes of History, A Lecture-Discussion Series. Lectures will be held from 7:30-9:00p.m. in the Hall Library on the following dates:

- Tuesday, April 7, 1998, Professor Stanley Murashige, Department of Art History, Theory, and Criticism The Art Institute of Chicago will speak on "Contemporary Chinese

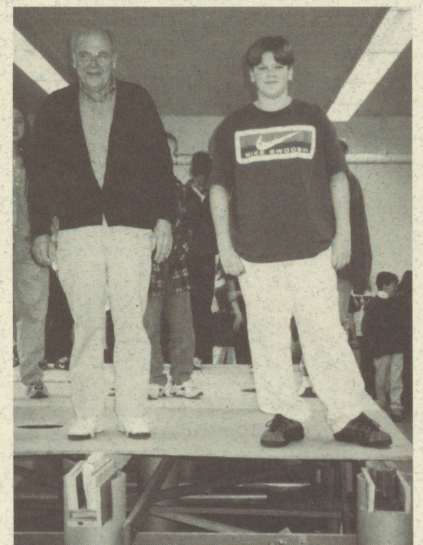
Artists and the Ghost of China's Written Word." Dr. Murashige has a BA from Stanford University, and an MA and Ph.D. from the University of Chicago.

- Tuesday, April 14, 1998, Mr. Kerry Leung, Musician, Chinese Music Society of North America will present "Classical Chinese Music: An Introduction and Performance." Mr. Leung is a well-known Chinese music performer. He plays the Chinese Pipa (the Chinese grand lute), the Chinese guitar, and the bamboo flute.
- Tuesday, April 21, 1998, Professor Prasenjit Duara, Professor of History at the University of Chicago will speak on "State, Intellectuals, and the 'People' of Modern China." Professor Duara is author of *Rescuing History from the Nation: Questioning Narratives of Modern China* (1995), and *Culture, Power, and the State: Rural Society in Northern China, 1900-1942*, which won the 1989 John K. Fairbanks prize of the American Historical Association for best book in East Asian History and the 1990 Joseph Levenson Prize of the Association of Asian Studies for best book on Twentieth Century China.
- Monday, April 27, 1998, Professor Harry Harding, Dean, Elliott School of International Affairs, George Washington University will address "Fragile Relationship: The United States and China Since 1972." Dr. Harding has written several books on Sino-American Relations, including *Fragile Relationship: The United States and China Since 1972*; (1992); *China and Northeast Asia: Political Dimension* (1988); and *China's Second Revolution: Reform After Mao* (1987). Dr. Harding was a Senior Fellow in Foreign Policy Studies at the Brookings Institution.

North Shore Country Day Middle Schoolers Build 15-Foot Bridge

For three days in December, the fictional town of Riverton was a hub of economic activity thanks to a government contract for a badly needed bridge to be built over Indian Name River. The inhabitants of Riverton, 100 North Shore Country Day Middle School students, were all involved with the Greater Riverton Bridge Project, as manufacturers, suppliers, transporters, bankers or venture capitalists. Designed by Middle School Head Todd Nelson, the three-day project culminated when the bridge construction was completed. Throughout the process, a system of 17 economic institutions interacted in order to build the bridge according to the specifications of retired structural engineer and school grandparent Howard Jessen. The Middle School amassed 1,000 square feet of corrugated cardboard, 15 gallons of carpenter's glue, clamps and various plywood moulds in order to construct a cardboard laminate bridge capable of holding the entire middle school with girder, arch and truss supports akin to typical real-world applications.

The all-important question was whether the bridge would succeed. On December 18, the students learned that the answer was yes, as each grade took its turn standing on the bridge as did, at one point, roughly one ton of North Shore teachers, staff and administrators.



Retired structural engineer, Howard Jessen – who designed the Riverton Bridge – with his grandson Brian, an eighth grader.

Shirley Cullen

I knew from the time I was in the fourth grade that I wanted to be a teacher," says Shirley Cullen. And yet this Lower School science teacher also adds, "I had never had a positive science experience, so I never looked forward to a science class." That was until she entered high school and encountered her ninth grade biology teacher, Mr. Sutton.

Shirley recalls, "On the first day of my freshman year in high school, I sat waiting in the science lab for the biology teacher to appear. I dreaded it, as I knew it would be another year of 'read pages 32-48 and answer the questions at the end of the chapter in complete sentences.' All of the sudden, the door flew open and in ran a person dressed like Mr. Wizard! He jumped up on the lab table and said, 'My name is Mr. Sutton and Science is about to happen for you.' And it did, in capital letters!"

Shirley remembers that year as being filled with hands-on science experiments, plays, and interesting field work. Mr. Sutton worked with his students before school, after school, and during some weekends. Unfortunately, however, ninth grade ended, and along with it so did the good experience with science. According to Shirley, "That was the first and last good science experience I had until I started teaching at this school."

Because Shirley had known from such an early age that she wanted to be a teacher, she prepared for a teaching career in college. After majoring in English and journalism, Shirley went in search of her first teaching position. The positions were not plentiful in Virginia at the time, and the number of qualified teaching applicants was high. During an interview, Shirley told the school principal "I've wanted to be a teacher since I was nine years old. There is nothing I would rather do." By October of that year, Shirley received a call from the principal who had interviewed her, and he asked if she would take over a third grade class. She did, and she has been teaching ever since.

Shirley spent her career as a classroom teacher in grades preschool through seven, arriving at North Shore in 1987 when she spent a year substitute teaching throughout the Lower School. She received her initial tour of the school with then Lower School Head Tom Doar, and Shirley says she knew within 15 minutes that North Shore was a special place. By the next year, she was offered the position of Lower School science teacher.

During her years as a classroom teacher, Shirley had always emphasized hands-on science. The opportunity to teach science exclusively, in North Shore's fabulously equipped Lower School science lab, was a dream come true for her. As she speaks about teaching at North Shore, Shirley says, "Ask anyone who knows me. This lab is the place I am happiest in the world. This is where I am at my best. The minute I put that key in the lab door, some kind of magic happens. Three things overcome me when I walk into this lab: peacefulness, excitement, and happiness. Every day is an adventure and a pleasure."



Shirley Cullen, Lower School Science

The students who are the beneficiaries of this enthusiasm and dedication also provide Shirley with great satisfaction. "I have 130 students who come through this lab each week, and there isn't a student I wouldn't take home with me." Shirley attributes this positive classroom environment to the lab space, the small class size, and the "...enormous respect I have for the students and that they, in turn, have for me."

The respect Shirley feels for her students is evidenced throughout her teaching. She learns along with her students. "When I assign something, I do it too. It is such a mutual learning experience." She also gives students the opportunity to play the role of teacher. "If students come into class with something they'd like to share, I let them put the lab coat on and make a presentation, and I participate in the class as a student."

Humor is another important element in the Lower School science lab. "You've got to be able to fall on your face and laugh at yourself. The students see that I am a real person, and they feel free to take risks, ask questions and never give up."

Though she spent many rewarding years as a classroom teacher, Shirley relishes the role she plays now. "I get to know so many children, and I get to watch them grow, develop and learn year after year. The hands-on lab approach allows each child to be successful. Each student can be free to take an experiment as far as he or she wishes. The adventure never ends!"

What else is there for Shirley to say about teaching science in the Lower School? "It is heaven! Am I lucky or what?"

Mr. Sutton would be proud.

David Green

David Green's grandmother, a graduate of National Teachers College, went door to door in Oak Park in 1918 looking for students to fill her kindergarten classroom. David's mother was also a teacher.

But David didn't make a conscious decision to follow in their footsteps. Being a teacher, he says, is something he just sort of realized he had become.

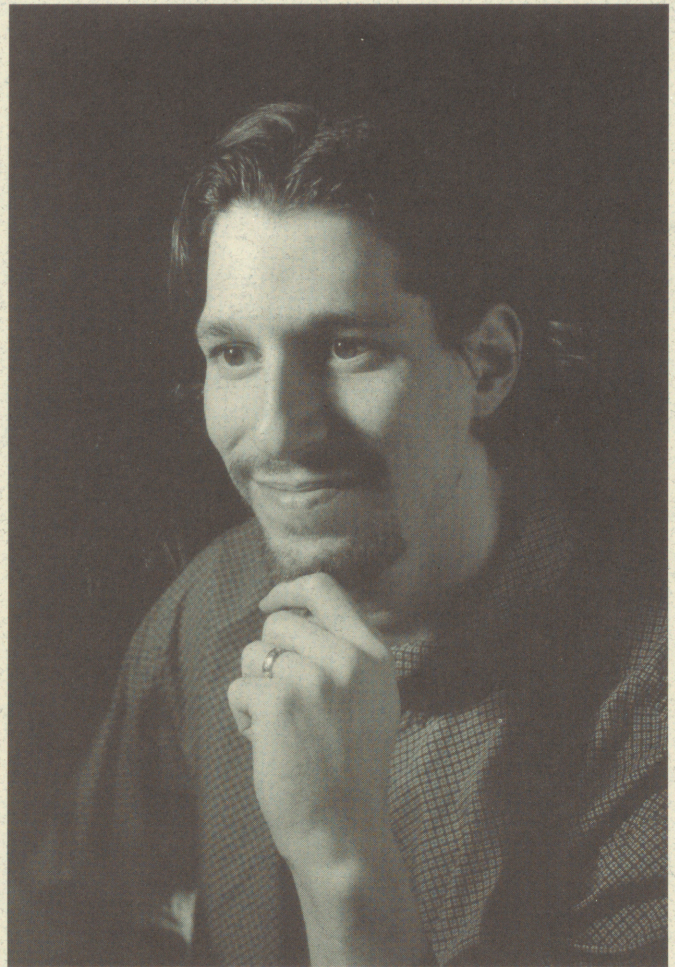
While a student at Brown University, David took a year off between his sophomore and junior years. Half way through that year, he took a position in a residential home for emotionally disturbed six-12-year-old boys in Boston. It was an experience that while challenging, was also fulfilling for David.

When he returned to college, David worked as a writing tutor for students at Brown. During the summer following his junior year, he taught at-risk kids in a remedial enrichment program. As he approached graduation, he began to work on his resume. It was then, he says, that he realized "I am a teacher."

David wanted to get back to the school he'd worked at in Boston, but as a teacher in the day program rather than as a residential child care worker. He accepted a teaching position and spent a year there followed by a year at another, similar school where he taught "remedial everything" to nine- and 10-year-olds.

David then got an M.Ed. as a reading specialist from Harvard before returning to Chicago, his hometown.

Though his intention was to teach in the same type of environment he'd been in in Boston, David took a long-term subbing position at Francis Parker School in Chicago. Having spent 14 years at Parker as a student, David says he took the position "...because I had such a good experience there as a student." Perhaps David's best experience at Parker was his third grade year with Mrs. McConnell. "It seemed like there were 800 things going on at once. I remember all of the activity. There were gerbils and hamsters, there was a sewing machine, there were math blocks. In every corner there was something going on. I remember we studied the Vikings, and Mrs. McConnell read us all the Norse myths. I tried to make a Viking doll on the sewing machine."



David Green, Third Grade

After teaching seventh grade for a year at another school, David took a position teaching third grade at North Shore. "What's wonderful about North Shore is the creative freedom. If I weren't a teacher here, I'd be a writer or a musician. It's wonderful to have the chance to be creative and to develop new curriculum and activities." David tries to recreate for his students his own third grade experience. "Third grade was a magical place, and that is what I try to create. We have activity time where kids play chess, read, write stories, work on the computer. It is having 800 things going on at once and having kids make decisions about how they spend their time. I have a vision of how things should be done, and I teach the only way I know how to teach."

Patrick McHugh

Patrick McHugh grew up the son, grandson, and nephew of teachers, but swore he'd never become one himself. He says, "I always had a lot of respect for my teachers," but he adds, "it was always clear to me that teachers were required to make sacrifices in lifestyle because they liked to teach."

During his years at Franklin and Marshall College in Pennsylvania, however, Patrick had what he calls an awakening about what he wanted to do with his life and what would be meaningful to him. He says, "It became clear to me that I wanted to teach and to coach." He believes that "As a teacher, you continue to be exposed to many different things. On any day, I might have a conversation with a science teacher, an English teacher and a history teacher even though I am the Athletic Director." Patrick grew up in a family that valued his exposure to a range of different people, ideas and experiences. As a result, he grew into a teacher, a coach and a cellist.

Beyond the teachers in his family who served as role models for him, Patrick found that several teachers and coaches throughout his life exemplified for him what teaching could and should be. He recalls his second grade teacher, Mrs. Berger, of whom he says, "She was really good at demanding things of me, of holding me accountable." Her teaching left a lifelong impression on him. He was touched in high school by his coaches, his athletic director and his music teachers, and in college by a history professor, Louise Stevenson. He recalls that professor Stevenson "...had some kind of insight into me that was unique. She saw more in me at the time than I did. She was very influential – she got through to me."

Patrick explored the business world while at Franklin and Marshall, interviewing with such corporate giants as Procter and Gamble, Banker's Trust and Mutual of New York. But it was during the interviews, he says, "I realized I had little in common with the people interviewing me." It wasn't until he met with an educational firm that places teachers in independent schools that Patrick felt at home. Patrick began his teaching career right out of college, starting at Culver Academies in Indiana. He moved on to Friends Central School in Philadelphia, where he met both his wife, Kathy, and Upper School Head Paul Perkinson. At Friends Central, Patrick taught history and coached three seasons of sports.

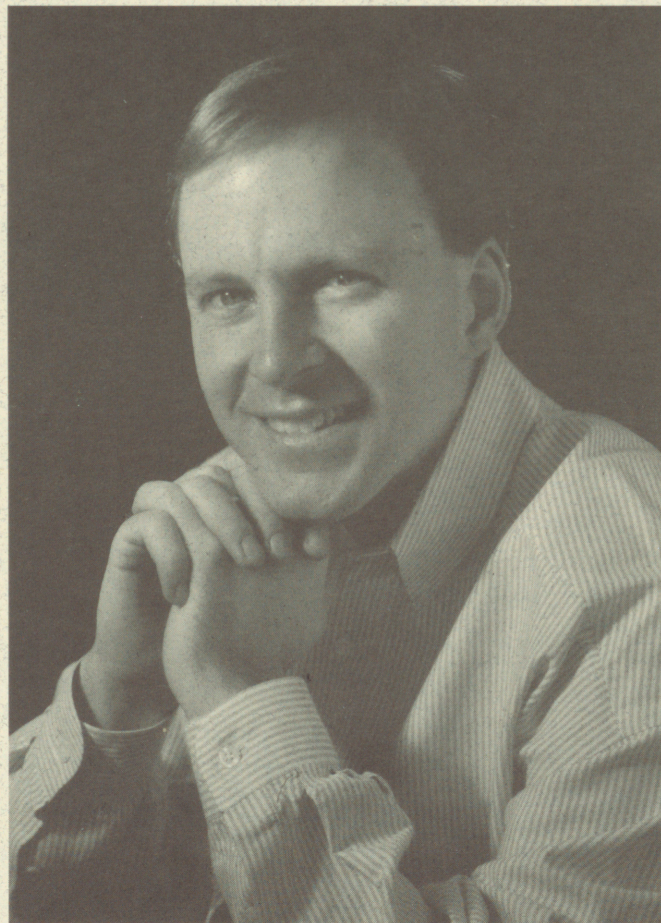
After several years of teaching, Patrick left Friends Central to pursue a Master's degree in Sports Management at the University of Massachusetts. During that time, he also worked as the Head Cross Country Coach and Assistant Track Coach at Amherst College. While working as a college coach, he says he came to realize "high school coaches have a much bigger impact on athletes."

With his master's degree in hand, Patrick moved into sports arena management for a couple of years. He found, however,

that "At 3:00 every day I looked out the window and asked myself 'What am I doing here? Why aren't I at practice.' With encouragement from his wife, he made the decision to go back to an independent school. His choice was North Shore Country Day School.

Patrick has come full circle in his career, and he is confident in and satisfied with his decision. He believes, "Being a teacher is all about seeing something in kids that they can't see in themselves. That's what I do. I tell kids, 'If you do this, you can achieve that.'" Just as Louise Stevenson saw something in a young Patrick McHugh that he had yet to understand, Patrick now works to help students find the potential that lies within them. "It's a high when I teach someone something and they do it better than I ever could or beyond what I ever expected. To be part of helping people create meaningful lives for themselves is so rewarding."

In reflecting on his career as an educator, he says, "Being a school person is much more than a job. It becomes a way of life. It is all-consuming. There are people without whom my life would have been different. I hope to have that effect on some of my students."



Patrick McHugh, Athletic Director; Coach

Patty Washburn

Patty Washburn comes from a family of West Virginia Methodist preachers. While she didn't follow suit, she likens her career as a teacher to that of a preacher. But family history isn't really why she decided to become a teacher. She attributes that to her first grade teacher, Dorothy Schwing. Patty remembers falling in love with her first grade teacher, and with school, right away. And after that, she says, "I always wanted to be a teacher. I never thought about being anything else."

Patty's affection for teaching began in first grade but continued throughout her school days. She says, "Teachers were extremely well thought of in my community. It was a wonderful profession. My parents instilled in me a deep respect for teachers and teaching, and they valued the people who spent the day with their children." Because of this, Patty says "I felt close to all of my teachers."

Patty became a teacher right out of college, teaching first grade in an innovative school in West Virginia and then kindergarten and first grade in Indiana before moving to Chicago. Once she moved to Chicago, Patty took a position at the independent school in her neighborhood, Francis W. Parker, where one of the third grade teachers was Linda Semel, now her partner in Junior Kindergarten.

While at Parker, Patty visited North Shore. She spent her day in the first grade with Carol Abelmann. "I watched her teach, and I said, 'some day I'm going to teach here.' During her day at North Shore, Patty met first grader J.P. Hamm, whose parents were the veterinarians for Patty's dog. Patty decided to begin a pen pal relationship between Carol's first grade class and her own at Francis Parker, and she used the Hamms to transport the letters.

After her years at Parker, Patty did indeed come to North Shore, where she now oversees the kindergarten program, including both junior and senior kindergarten. She wants each child in her classroom to feel the way she remembers feeling as a child. "No one ever told me I couldn't do something. You have to try. I've always tried to help each child through the



Patty Washburn, Kindergarten Head

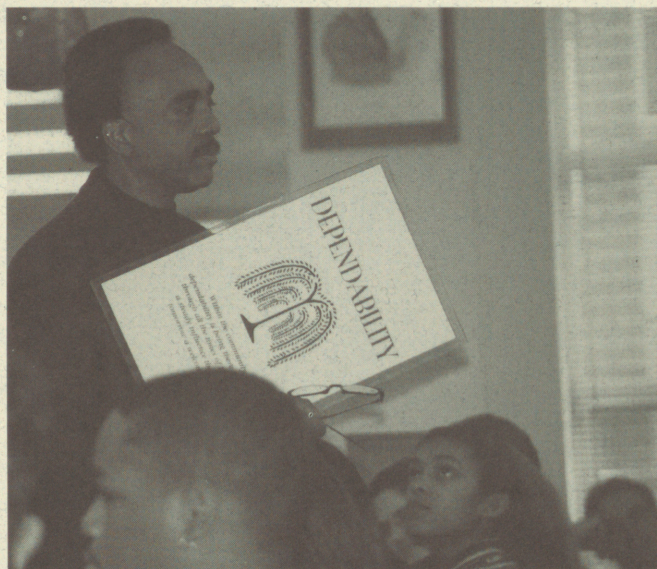
'I can't do this' or 'I need help.' Students need teachers who will let them try things – even if they fail. I always want students to have opportunities." Patty makes her classroom an exciting and safe place where students are nurtured and challenged.

Long after she first encountered Dorothy Schwing in that West Virginia first grade classroom, Patty continues to be influenced by her. They have corresponded with each other throughout the years, and have shared their professional experience with each other. Most recently, Patty received a card in which Miss Schwing gave her words of wisdom and encouragement to Patty's daughter Claire, North Shore's fourth grade intern, who is also beginning a career in teaching. Perhaps the family profession is changing from preaching to teaching.

14 North Shore Hosts Multiculturalism Conference

North Shore hosted the Second Annual Independent School Student Conference on Multiculturalism and Diversity on February 10. Over eighty students from nine schools in Illinois, Michigan and Wisconsin participated in the day-long event designed to foster an awareness of racial, cultural and gender issues facing students in high schools today.

Organized by Upper School Head Paul Perkinson, the conference featured a key note address by author Clifton Taulbert, who spoke to the students on the *Eight Habits of the Heart*. Taulbert stressed to the students that good communities can be built only after we work to build good people. He challenged the students to follow the eight habits of the heart in order to build strong, positive families, peer groups, and schools, to carry into the communities of the 21st century.



Throughout the conference, students discussed issues specific to their school environments and to larger issues of global consciousness. They were asked to look beyond specific incidents of intolerance they have observed and to speak about what they have done to address injustices directly.

Students attending the conference took with them a renewed sense of purpose, confidence, and enthusiasm. One student learned "You can reconcile your cultural and ethnic background with the person you've become in your educational or professional environment." Another said, "Diversity cannot be legislated, it must be assimilated." After watching a Smithsonian World video that examined the difficulties one school faced in its attempt to create a diverse community, a student observed, "A balance between a student being comfortable in a school and being challenged to embrace 'brotherhood' must be achieved before diversity can succeed."

The words of Clifton Taulbert had a strong impact on the students, all of whom left with the message "Without courage, you can't build a community. Without hope, you can't see tomorrow."



Alumni Update

For more information, please call (847) 441-3316

MOLLY INGRAM McDOWELL '80, ASSOCIATE DIRECTOR OF DEVELOPMENT FOR ALUMNI RELATIONS

15

Raider Reunion is coming!

Building on the success of recent alumni parties during Homecoming/Reunion weekend – the Mac party and the 75th Anniversary celebration – the Alumni Association Board has enthusiastically pledged to have an all-inclusive alumni party every other year during Homecoming/Reunion weekend – to acknowledge Reunion classes and include all alumni not in an official reunion year.

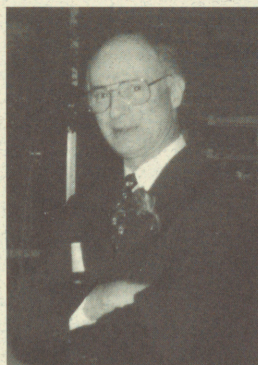
Mark your calendars for Raider Reunion Homecoming Weekend: September 25-26, 1998! All alumni and reunion classes will be celebrating together on Saturday night with dinner and dancing. Information will be mailed to Reunion classes, and an invitation will be sent to all alumni. Save the date now! Also, Raider alumni will meet for the annual Touch Football game on Sunday September 27.

Alumni Gilbert & Sullivan Morning Ex: May 18

You can be a part of keeping the Gilbert & Sullivan tradition alive and well at North Shore. Our loyal G&S alumni are planning on performing some favorite G&S music for today's North Shore students during Morning Ex on Monday, May 18 10:00-10:45 a.m. in the Diller St. Theater at North Shore. We'll be led by none-other-than Vin Allison and Sheldon Rosenbaum. Alumni Board member Lauri Reagan '87 is coordinating this event with the Alumni Office. Call, e-mail or write the Alumni Office if you want to participate! Several rehearsals are scheduled: Tuesday, May 12 at 7:00 p.m. and Saturday, May 16 at 2:00 p.m. All are welcome to join us!

Bill Hinchliff '64 Receives Foster Hannaford Recognition

Head of School Julie Hall presented the annual Foster Hannaford Recognition for Distinguished Service to The North Shore Country Day School to William B. Hinchliff '64 at the annual Holiday Party on December 19th. The Recognition is named in honor of Foster Hannaford, who himself gave distinguished service to the School, serving as a member of the Board of Trustees for 48 years and as a trustee of the School Foundation for 35 years.



Bill Hinchliff '64

His five children attended North Shore. For Bill's acceptance remarks and Julie's recognition remarks, check out the Alumni Web Page on the North Shore Web Site (www.nscds.pvt.k12.il.us).



Class of '80; Betsy Blank Regan, Lucy Sievers, Molly Ingram McDowell, Liz Miller and her fiance Tom Leonard.

Alumni Senior Class Hits the Road in '98

For a number of years now, the Senior Class (50th reunion alumni and older) has been taking an annual four- to five-day trip to some part of the United States. Destinations have included New Orleans (on the Delta Queen); St. Louis; Cincinnati; Columbus, Indiana; central Wisconsin; and historic Illinois. Many of these trips have been led by veteran tour-guide Bill Hinchliff '64, who also conducts tours and trips for The Art Institute of Chicago, The Smithsonian Institution, National Trust for Historic Preservation and other organizations. This trip tradition continues in 1998, and, in fact, expands, with the offering of two one-day, Chicago-area tours in the spring, along with an out-of-town trip to Washington D.C. in October, all led by Bill Hinchliff. We hope that many of you will want to go along on these local and long-distance trips. A mailing was sent out in February to alumni from the Class of '47 and older. Call the Alumni Office for more information.



Raiders go to Washington D.C. Saturday, October 10 to Wednesday, October 14, 1998.



Two Chicago-area day trips:

PULLMAN & CHICAGO'S INDUSTRIAL SOUTHEAST SIDE
Tuesday, April 21, 8:30 a.m.-4:00 p.m.

DAY IN THE COUNTRY: EXPLORING THE BEAUTIFUL ROCK RIVER VALLEY

Tuesday, May 19, 8:30 a.m.-5:30 p.m.

CONTEMPORARY CHINA

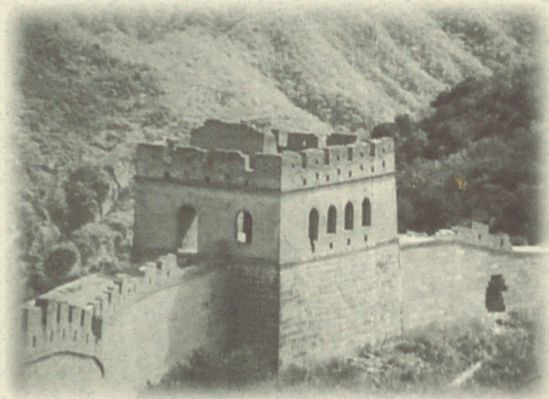
Through the Eyes of History

A Two-Week Study Tour of the People's Republic of China

JUNE 19 TO JULY 3, 1998

This study tour will be led by two North Shore teachers and experienced Asian travelers: Upper School Head, Paul Perkinson, and Asian Studies Consultant, Elizabeth Keegan.

Your tour leaders will bring to you the best that North Shore has to offer—area expertise, a commitment to lifelong learning, and the strength and support of community. Through pre-trip lecture and discussion, formal tours, back street exploration, and informal community discussions, we will explore China's rich



history and the social, economic, and political issues affecting her development.

The trip will include visits to Beijing, Xian, Nanjing, Shanghai and Hong Kong.

Please contact Beth Keegan at 446-0674 for more information.



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